

field trips, labs,
etc)

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES NO

IF YES*, check which core requirements it could be used to fulfill:

O = Oral Intensive, *Format 6 also submitted
W = Writing Intensive, *Format 7 submitted
Natural Science, *Format 8 submitted

4.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES NO

5. **COURSE REPEATABILITY:**

Is this course repeatable for credit? YES NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aberiginal~~ Indigenous Rights and Policies (s)
3 Credits

Offered As Demand Warrants

Case-study Comparative approach in assessing ~~Aberiginal~~ to analyzing Indigenous rights and po different nation-state systems. ~~Seven Aberiginal situations~~ Multiple countries and specific p developments examined for factors promoting or limiting selfdetermination. Prerequisites: Up division standing or permission of instructor. (Crosslisted with ANS F450.) (3+0)

EDSC F472 Secondary Teaching: School Internship II and Seminar

3-9 Credits

Offered Spring

Supervised observation and teaching in secondary schools approved by the School of Education. Seminar topics may include special attention to school-community relations, special needs, curriculum development, teaching strategies and the integration of technology across the curriculum. Credits may be added upon completion of designated special projects developed by students and faculty. The School of Education may limit enrollment, determine assignments and cancel registration of candidates doing unsatisfactory work. Special fees apply. Prerequisites: ~~Admission to the secondary post-baccalaureate licensure program~~ Satisfactory completion of EDSC 471 or permission of instructor. (1+0+35)

7. COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:

EDSC F472 Secondary Teaching: School Internship II and Seminar

3-9 Credits
Offered Spring

Supervised observation and teaching in secondary schools approved by the School of Education. Seminar topics may include special attention to school-community relations, special needs, curriculum development, teaching strategies and the integration of technology across the curriculum. Credits may be added upon completion of designated special projects developed by students and faculty. The School of Education may limit enrollment, determine assignments and cancel registration of candidates doing unsatisfactory work. Special fees apply. Prerequisites: Satisfactory completion of EDSC 471 or permission of instructor.
(1+0+35)

8. IS THIS COURSE CURRENTLY CROSS-LISTED?

YES/NO no If Yes, DEPT NUMBER

DROPPING A CROSS-LISTING:

YES DEPT NUMBER

Changing or dropping requires written notification of each department and dean involved. Attach a copy of written notification.

9. GRADING SYSTEM: Specify only one.

LETTER: PASS/FAIL:

10. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None

11. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No Yes

12. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

Secondary Education Department

13. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

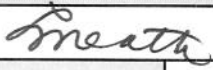
There are no anticipated negative impacts. Positive impacts include improved student networking across faculty and field mentors and application of research based strategies for improvement of 7-12 student learning.

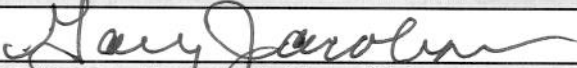
JUSTIFICATION FOR ACTION REQUESTED

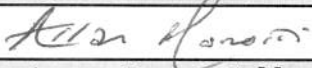
The purpose of the department and campuswide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

Students will be able to increase the number of credits they receive for their student teaching semester. Currently in order to achieve fulltime status undergraduate level students must frequently take at least one additional class outside the School of Education to maintain full time status. Increasing credit potential by adding projects developed by faculty along with students, maximizes potential for learning within field assignments.

APPROVALS: (Additional signature blocks may be added as necessary.)

	Date	9/20/12
Signature, Chair, Program/Department of:		

	Date	9-25-12
Signature, Chair, College/School Curriculum Council for:		

	Date	9-26-12
Signature, Dean, College/School of:		

Offerings above the level of approved programs must be approved in advance by the Provost:

 	Date	
Signature of Provost (if applicable)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

 	Date	
Signature, Chair Faculty Senate Review Committee: __Curriculum Review __GAAC __Core Review __SADAC		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

	Date	
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Signature, Chair,
Program/Department of:

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	Date	
--	------	--

Signature, Chair, College/School
Curriculum Council for:

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	Date	
--	------	--

Signature, Dean, College/School
of:

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University of Alaska Fairbanks School of Education
EDSC 472 Secondary Teaching: School Internship II and Seminar Spring, 2011

Instructor: Secondary Licensure Program Faculty
Contact Information: 474-6589 lmeathjr@alaska.edu or your assigned mentor
Office: Gruening 701A Conference by appointment

COURSE DESCRIPTION

Supervised observation and teaching in secondary schools approved by the School of Education. Discussion topics may include special attention to school-community relations, special needs, curriculum development, teaching strategies, and the integration of technology across the curriculum. The School of Education may limit enrollment, determine assignments and cancel registration of students doing unsatisfactory work. (Prerequisites: satisfactory completion of EDSC 471 or permission of instructor.)

STATE OF ALASKA STANDARDS FOR TEACHERS TARGETED IN THIS COURSE

Standard I. A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.

Standard D. A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice.

Standard III. A teacher teaches students with respect for their individual and cultural characteristics.

Standard IV. A teacher knows the teacher's content area and how to teach it.

Standard V. A teacher facilitates, monitors, and assesses student learning.

Standard VI. A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.

Standard VII. A teacher works as a partner with parents, families, and with the community.

Standard VII. A teacher participates in and contributes to the teaching profession.

INSTRUCTIONAL GOALS AND STUDENT OUTCOMES

A. Goal 1: Candidates will apply National standards for their specific content area(s) to their teaching Practice.

1.1 Candidates will consider the nature/philosophy of their content area(s) and incorporate disciplinary and interdisciplinary themes and outcomes related to their content area(s) into their field based lessons and activities.

1.2 Candidates will demonstrate their knowledge of their content area and their knowledge of how to teach it.

1.3 Candidates will modify general teaching tools and skills for planning-implementation assessment of their content area(s) in an authentic social / cultural context.

1.4 Candidates will use appropriate technology to support student learning.

B. Goal 2: Candidates will apply Alaska Standards for Teachers to their teaching practice.

2.1 Candidates will refine their teaching philosophies based on sound developmental principles and educational theory.

2.2 Candidates will teach to the identified developmental abilities of students.

- 2.3 Candidates will demonstrate respect for the dignity and worth of all students.
- 2.4 Candidates will plan and conduct lessons which accomplish curriculum goals and objectives.
- 2.5 Candidates will organize and deliver instruction which promotes understanding and student learning.
- 2.6 Candidates will create and maintain a stimulating and safe environment in which all students are able to learn.
- 2.7 Candidates will connect the school and community to foster student learning.
- 2.8 Candidates will continue professional development.
- C. Goal 3: Candidates will use technology to facilitate teacher organization and increase student learning.
- 3.1 Candidates will submit designated assignments electronically through internet or email using laptop computers.
- 3.2 Candidates will prepare an electronic portfolio which will document meeting all required course outcomes, and national and state standards for teachers.
- 3.3 Within their classrooms, candidates will use teacher utilities and applications such as word processing, spread sheets, databases, Powerpoint. and i-Movies using laptop computers and printers to maximize student learning.

EVALUATION

This course is graded pass/fail. Final determination of the grade is based on:

- A. satisfactory completion of course assignments which may include but are not limited to
 - 1. readings on designated topics
 - 2. class discussions
 - 3. Blackboard or auditory or written responses to topical prompts
- B. quantitative and qualitative measurement of progress and achievement in fieldwork through rubrics and other appropriate instruments ***A Public***
- C. documentation of progress toward meeting state and national standards
 - 1. demonstration of background preparation and competence
 - 2. demonstration of pedagogical skills
 - 3. demonstration of ability to apply knowledge and skills to teaching
 - 4. demonstration of technological competence (cross reference ED642.)

DOCUMENTATION OF COURSE REQUIREMENTS INCLUDED IN STUDENT PORTFOLIO TO DEMONSTRATE COMPETENCE IN ALASKA TEACHER STANDARDS: sample outcomes
All evidence is presumed to apply to the candidate's specific content area.

OUTCOMES

Outcome 1.1- 1.4

Evidence: Each candidate will implement lessons and units including not but limited to whole lessons, mini-lessons, small and large group activities, and other activities in which the candidate is teaching.

Candidates will base lesson plans on the natural philosophy of the content area(s) and incorporate disciplinary and interdisciplinary themes and outcomes into these field-based lessons and activities.

Candidates will modify general teaching tools and strategies (including technology) to their content area(s), presented in an actual social / cultural context to demonstrate their knowledge of the content area and their knowledge of how to teach it to students with various developmental and instructional needs. Plans and reflections will be on file in the candidate's lesson plan notebook.

Standard: National standards for specific content areas. (See standards for specific content areas in Section II.B.) Each candidate's observation and evaluation forms will contain applicable standards from his/her specific content area(s).

Outcome 2.1

Evidence: Each candidate periodically will reconsider his / her written philosophy of teaching in general and specifically toward teaching their content area to grade 7-12 students. Candidate will update his/her philosophy throughout the course. The most recent version will be on file in the candidate's file box.

Standards: AST-L SS3.2

Evidence: Samples of student work indicating understanding of the nature of the content area and its relationship to human values and endeavors, and to the real world.

Standards: AST-I

Evidence: Written report by mentor and/or supervisor of observed practice, consistent with the written philosophy statement.

Standards: AST-I, SS3.3

Outcome 2.2

Evidence: Written lesson plans that reference developmentally-appropriate materials and activities.

Standard: AST-II, SS I.I-1.10, SS 2.1-2.5

Evidence: Video sample or written report by mentor and / or supervisor of observed teaching which meets academic developmental needs of adolescent learners.

Standards: AST-II, SS 1.1.1.1 O, SS 2.1-2.5

Outcome 2.3

Evidence: Written report by mentor and / or supervisor of observed interactions between the candidate and his / her students which demonstrate respect for their individual and cultural characteristics.

Standards: AST-III, SS 3.3

Evidence: Video sample, written reflection or other documentation of interactions between the candidate and his / her students which demonstrate respect for their individual and cultural characteristics.

Standards: AST-III

Evidence: Syllabus, bibliography or other listing of culturally-appropriate materials being used in the candidate's classroom.

Standards: AST-III

Outcome 2.4

Evidence: sample lesson plans / materials that demonstrate knowledge of content area and how to teach it Standards: AST-IV, SS1.1-1.1 0, SS2.1-2.5 Evidence; video sample, written reflection or other documentation by candidate of a lesson that demonstrates knowledge of content area and how to teach it

Standards: AST-IV, SSI.1-1.10, SS2.1-2.5 Evidence: written report by mentor and / or supervisor of observed lesson that demonstrates knowledge of content area and how to teach it

Standard: AST-IV, SSI.1-1.1 0, SS2.1-2.5, SS3.3

Outcome 2.5

Evidence: samples of student assessment instruments including rubrics or other grading tools Standards: AST-V, SSI.1-1.10, SS2.1-2.5 Evidence: samples of records of student progress and achievement Standards: AST-V, SSI.1-1.10, SS2.1-2.5

Outcome 2.6

Evidence: facsimile of effective physical classroom environment Standards: AST-VI, SSI.1-1.10, SS 2.1-2.5 Evidence: video sample, written reflection or other documentation of students actively engaged in and contributing to learning Standards: AST-VI, SS 1.1-1.1 0, SS 2.1-2.5 Evidence: written report by mentor and / or supervisor of observed lesson that demonstrates a learning environment in which all students are actively engaged and contributing members Standards: AST-VI, SSI.1-1.10, SS2.1-2.5, SS3.3

Outcome 2.7

Evidence: samples of communication with parents, families, and the community that demonstrate an attitude of partnership Standards: AST-VII

Outcome 2.8

Evidence: artifacts documenting participation in or contribution to professional activities Standards: AST-VIII

Evidence: Written documentation, calendar, and electronic portfolio indicate scope and sequence of course requirements and method of documenting satisfactory completion of requirements using applied technology Standards: SS3-4

Outcome 3.1

Evidence: Candidates will send copies of written assignments to his / her university supervisor by email or internet as required by their supervisors.

Standard: National standards for the specific content area(s) include appropriate use of technology. (See standards for specific content areas in Section II.B.) Each candidate's observation and evaluation forms will contain applicable standards from his / her specific content area(s) including use of technology.

Outcome 3.2 ***C and D Public***

Evidence: Candidates will prepare an electronic portfolio on a CD or other accessible site to document how their field experiences meet course outcomes, state teacher standards, and national teacher standards. They will use a variety of creative documentation ideas such as animated cartoons, musical compositions, poetry, maps, sociograms, slide shows, and i-Movies of field trips and guest speakers. Standards: National standards for the specific content area(s) include appropriate use of technology. (See standards for specific content areas in Section II.B.) Each candidate's observation and evaluation forms will contain applicable standards from his / her specific content area(s) including use of technology. Students will present selections from portfolios at a meeting of peers, invited guests, incoming candidates and faculty.

Outcome 3.3 ***B,C,D, PUBLIC***

Evidence: Candidates will create and teach lessons using applications such as word processing, spreadsheets, databases, Powerpoint, and i-Movies using laptop computers and printers to maximize student learning.

Standards: AST-IV, SS1.1-1.10

READINGS

Current and classic readings on selected topics including:

- academic needs of adolescents - current issues in education
- current practices in education - meeting education standards
- secondary handbook-program expectations, assignments and rubrics

EXPECTATIONS

Students are expected to behave in a manner consistent with that of professionals in the field of education.

CALENDAR

Students are expected to follow the calendars of the school districts in which they are placed for field experiences. Students meet periodically for seminars; times and dates are listed on the following calendar.

ACADEMIC SUPPORT

Academic Support Services including library hours, computer lab hours and services and writing center hours and services can be found at the following web site.

<http://www.uaf.edu/ssspl>

DISABILITY SERVICES

The Office of Disability Services (ODS) implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Disability Services, a part of UAF's Center for Health and Counseling provides academic accommodations to enrolled students who are identified as being eligible for services. The UAF faculty makes every effort to work in conjunction with ODS to provide the necessary accommodations for all identified students enrolled in our courses. To access services, the student must provide current disability documentation that supports the requested services. If you believe you are

eligible, please contact Disability Services on the UAF campus at 474-5655, or visit <http://www.uaf.edu/disability/> on the web or contact a student and enrollment services staff person at your nearest local campus. Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 mandates disability support services.